

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY**  
**San Luis Obispo, California 93407**  
**ACADEMIC SENATE**  
**805.756.1258**

**Agenda**  
**ACADEMIC SENATE**  
**Tuesday, May 7, 2002**  
**UU220, 3:00 to 5:00pm**

- I. Minutes:  
**Approval of Academic Senate minutes for meetings of March 12, April 16, and April 23, 2002 (pp. 2-7).**
- II. Communications and Announcements:
- III. Reports:
  - A. Academic Senate Chair:
  - B. President's Office:
  - C. Provost's Office:
  - D. Statewide Senators:
  - E. CFA Campus President:
  - F. ASI Representatives:
  - G. Other: **Bob Ambach/Frank Cawley: Presentation on second El Corral satellite store.**
- IV. Consent Agenda:
- V. Business Items:
  - A. **Curriculum proposal for NRM B.S. in Environmental Management and Protection:** Hannings, Chair of Curriculum Committee/Thompson, NRM Professor, first reading (pp. 8-12).
  - B. **Resolution to Change Administrative Status for Liberal Studies Program:** Hannings, Chair of Curriculum Committee/Cichowski, LS Coordinator, first reading (pp. 13-14).
- VI. Discussion Item(s):
- VII. Adjournment:

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
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ACADEMIC SENATE  
805.756.1258

MINUTES OF  
The Academic Senate  
Tuesday, March 12, 2002  
UU220, 3:00 to 5:00pm

This meeting is a continuation of the March 5, 2002 meeting.

- I. Minutes: None.
- II. Communications and Announcements: The second reading of the resolution on EdD will take place at the next Senate meeting of April 16, 2002.
- III. Reports:
  - A. Academic Senate Chair: None.
  - B. President's Office: None.
  - D. Statewide Senators: (Hood) At a statewide Academic Senate meeting the Vice Chancellor Dave Spence made the following direct quote with regards to the 180 credit unit "the change to 120 Semester (180 Quarter units) is going nicely. Those programs that can reduce do so. Those that don't, don't." Therefore, it appears that the Chancellor's office is not pressing anybody to get down to the minimum.
  - E. CFA Campus President: (Fetzer) a faculty forum addressing the contract will take place tomorrow at 4pm in 52-27E. Voting on the contract begins Wednesday, March 13 and continues until Friday, March 15 at the CFA office in 38-141. Everyone is encouraged to attend the forum and also to vote in person.
  - F. ASI Representatives: None.
  - G. Other: None.
- IV. Consent Agenda:
- V. Business Items:
  - C. **Resolution on Process for Change of Major:** Breitenbach, chair of the Instruction Committee, continue second reading. This resolution offers a uniform process for students to change their major.

David Conn made the following friendly amendment to #2 under "Process for Admitting Students to Target Major"

- 2) Applicants meeting published minimum performance criteria will be considered ~~in a competitive process~~ for acceptance into a limited number of available spaces in the major. ~~One or two firm dates each year will be set for making and notifying students of admissions decisions these dates will be announced in advance.~~ As a minimum, this selection process will take place twice each year, early in the fall and spring quarter. Applicants will be notified of the results before the start of the course registration period for the following winter and fall quarters respectively. Unsuccessful applicants may be counseled to try again in another quarter and or be directed to career services for help in developing an alternative plan.

David Conn suggested the addition of the following section to the "Process for Change of Major"  
Deviations from Process to Change of Major

Deviations from the process described above would be permitted only with the explicit prior approval of the Academic Senate Instruction Committee. Such deviations must be clearly communicated to students wishing to change majors.

Myron Hood suggested the following amendment to Conn's addition and was accepted as friendly  
Deviations from Process to Change of Major

Deviations from the process described above will be allowed to Programs/Departments would be permitted only with the explicit prior and timely approval by the Vice Provost for Undergraduate Education of the Academic Senate Instruction Committee. Any Such approved deviation must be clearly and widely communicated to the campus, and in particular, it must be communicated to the various campus advising centers and to all students currently trying to change to that major. students wishing to change majors.

M/S/P to adopt the resolution.

- E. Resolution on Name Change for Environmental Horticultural Science and Crop Science Departments:** Doub, Chair of EHS and Crop Science Departments, first reading. This resolution reflects the merging of Environmental Horticultural Science Department and Crop Science Department into a new department named Horticulture and Crop Science. The resolution was moved to a second reading. M/S/P to adopt the resolution.
- F. Resolution to Change the Bylaws of the Academic Senate Section III.B.8.(b):** Executive Committee, first reading. This resolution streamlines the process of inclusion of part-time lecturer senator representative in a more effective manner. The resolution was moved to a second reading. M/S/P to adopt the resolution.
- A. Resolution on Name Change for Extended Studies:** Parks, Dean for Extended Studies, second reading. This resolution request a name change for Extended Studies to better reflect the programs currently being offered.

The following RESOLVED will be added to the resolution:


RESOLVED: Prior to the beginning of the quarter preceding that in which non-credit programs will be offered, Extended Studies will provide a list and description of such programs to the chair of the Academic Senate Curriculum Committee and the Associate Vice Provost for Academic Affairs with new offering highlighted. The chair of the Curriculum Committee and the Dean of Extended Studies will meet twice a year at the beginning of fall and spring quarter to review current and proposed program offerings.

M/S/F to adopt the resolution. {The voting on this resolution resulted in a tied vote 16:16. The Chair stated that he did not sense sufficient support from Senators during the debate and hence voted NO whereby the resolution failed. Subsequent to this action the Executive Committee considered viable alternatives to be presented to the Senate on April 16, 2002}

VI. Discussion Item(s):

VII. Adjournment: meeting was adjourned at 4:40 p.m.

Sincerely,

  
Gladys Gregory,  
Academic Senate



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**MINUTES OF**  
**The Academic Senate**  
**Tuesday, April 16, 2002**  
**UU220, 3:00 to 5:00 pm**

- I. Minutes: The minutes for the Academic Senate meeting of March 5, 2002, were approved without change.
- II. Communications and Announcements: (Menon) There are still vacancies for 2002-2003 Academic Senate Senators, therefore, caucus chairs were asked to identify an appropriate faculty member to fill the vacancies:
- III. Reports:
  - A. Academic Senate Chair: (Menon) attended a meeting of the Statewide Academic Senate Chairs in Sacramento on April 4, 2002. At this meeting, the three main issues discussed included enrollment management and the level of shared governance, faculty involvement in budget processes, and the CFA-CSU contract. Menon and Del Dingus, Vice Chair, attended the Baker Forum which took place on April 5, at Performing Arts Center with a keynote address by Susan Hackwood who raised the level of awareness of the alarming shortfall in graduates of science and engineering areas. Menon also attended a CSU-Academic Technology Conference in San Jose as part of a Cal Poly team headed by Joe Grimes. The purpose of this conference was to provide CSU-wide perspective on the future needs of technology aids in instruction. Menon was appointed to the CSU joint task force of Provosts and CSU Senators to facilitate the graduation rate improvement group comprised of about ten CSU-wide Provosts and Senators. The following Senators are new this quarter for the College of Architecture and Environmental Design – Bruno Giberti, College of Business – Terri Lituchy, David Peach, and Dan Villegas, College of Engineering - Jim Beug, Jesse Maddren, and Linda Vanasupa, College of Liberal Arts – Johanna Rubba returning from leave.
  - B. President's Office: (Howard-Greene) the May revised of the Governor's budget is approaching in just a few weeks and President Baker will be tracking that closely. The Mustang Daily published an article written by Angie Hacker, ASI President, and President Baker on the subject of alcohol and drug abuse among college students.
  - C. Provost's Office: (Zingg) The Task Force on Expansion of Child Care Facilities for Faculty and Staff has now been appointed at the urge of the Academic Senate Executive Committee. The first meeting will be soon. With respect to the academic fee, 52% of the students voted overwhelmingly, by almost a 2 to 1 margin, in favor of a fee increase. The academic fee then went to the College Fee Advisory Committee where it was unanimously endorsed and now moves forward to the President. The President will not act on it until he is satisfied with the responses from the colleges setting up the advisory structure and process, particularly focusing on accountability and oversight.
  - D. Statewide Senators: None.
  - E. CFA Campus President: (Fetzer) there will be a scheduled vote by the Board of Trustees in May on some items on the contract. The Cal Poly faculty voted 175 to 9 in favor of the new contract.
  - F. ASI Representatives: (Hunt) The ASI Board of Directors passed a resolution that is in support of changing the double major policy on campus. Greg Szalay and Jennifer Wiersma from the ASI Student Government Projects and Events Team, announced ASI's sponsorship of Faculty Appreciating Day on Tuesday, May 7, 2002. This event will feature a pancake breakfast from 8-11 a.m. in the Dexter patio area as well as a raffle of gift certificates and other prizes donated by local businesses. An on-campus Earth Day will take place on Sunday, April 28, 2002 on the Rec Center field from 2-5:30 p.m., everyone is invited.

G. Other:

1. **Anny Morrobel-Sosa: report on AS-574-01/MH, Resolution on RTP Criteria and Retention of New Faculty.** Morrobel-Sosa provided a summary review of RTP criteria received from the dean in order to satisfy the requirements of Resolution AS-574-01/MH.
2. **Poly Rep: New Open House Tradition, True Aggie Night.** Joel Conn, ASI rep, announced the first ever True Aggie night tradition to take place on Friday, April 19, from 11:30 pm to 12:30 am, on Friday, April 20.

IV. Consent Agenda: None.

V. Business Items:

- A. **Election of Senate Officers for 2002-2003:** Past chair, Myron Hood, conducted the election for Chair and Vice Chair of the Academic Senate for the 2003-2004 academic year. No nominations were received from the floor therefore Unny Menon and Del Dingus were elected by acclamation as Chair and Vice Chair respectfully.
- B. **Resolution on Proposed New Degree Program for Doctor of Education in Educational Leadership:** Hannings, Chair of the Academic Senate Curriculum Committee and Konopak, Dean for UCTE, second reading. This resolution approves the proposal for a joint Doctor of Education in Education Leadership degree with the University of California at Santa Barbara. Speakers accompanying Dean Konopak included Dr. Julian Crocker, Office of the San Luis Obispo County Superintendent of Schools, Dr. James Gentilucci, University of California Santa Barbara, Dr. Rita King and Dr. Kenneth Palmer, faculty from UCTE. The discussions revolved around the issues of appropriateness, need, demand/sustainability, and funding. After much debate, it was decided to suspend the discussion until the following week.

**Summary of Pro** – Cal Poly Dean's Council endorses the proposal as long as all funding tests are fully met, otherwise it will not move forward. State money has been set aside for this specifically and cannot be used for anything else. This degree will not increase the number of school administrators. Regarding the quality of this program, UCSB already has a PhD program. Objections are based on misunderstanding of the differences between PhD and EdD degree. This is a good direction for Cal Poly.

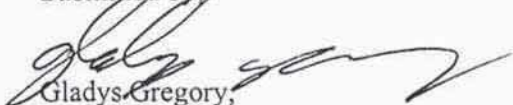
**Summary of Con** – the quality of a degree that can be completed in 3 years while working full-time cannot have the depth and breadth of knowledge of any doctoral program. Harvard's Graduate School of Education's degree requires on an averages 6 years with the first two years consisting of full-time studying. There does not seem to be a direct relationship between the benefits for classroom education and the degree. There is disagreements on budget amounts between report to the Dean's Council and those presented at the meeting.

- C. **Resolution on Name Change for Extended Studies:** Hood, academic senator, first reading. This resolution requests a name change for Extended Studies to Cal Poly Continuing Education, to better reflect the programs currently being offered. M/S/P to move resolution to a second reading.  
M/S/P to adopt the resolution as submitted.

VI. Discussion Item(s):

VII. Meeting recessed until next Tuesday at 3:00 pm.

Submitted by

  
Gladys Gregory,  
Academic Senate



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**MINUTES OF**  
**The Academic Senate**  
**Tuesday, April 23, 2002**  
**UU220, 3:00 to 5:00 pm**

- I. Minutes: None.
- II. Communications and Announcements: (Menon) It was requested that the discussion on the proposed new degree program for Doctor of Education in Educational Leadership consist of a more even debate. Discussion will alternate between those speaking in support of and against the resolution. The members of the UCTE team will be allowed to respond as needed to either side of the argument. Senator Lewis will provide the closing summary for the con side of the debate and Dean Konopak will provide the closing summary for the pro side.
- III. Reports:
- A. Academic Senate Chair: None.
  - B. President's Office: (Howard-Greene) President Baker has followed the debate over the Ed.D. proposal with great interest and offers encouragement to the Academic Senate to take the time to weigh all the facts and data before making a final decision.
  - C. Provost's Office: None.
  - D. Statewide Senators: None.
  - E. CFA Campus President: None.
  - F. ASI Representatives: None.
  - G. Other: None.
- IV. Consent Agenda: None.
- V. Business Items:
- A. **Resolution on Proposed New Degree Program for Doctor of Education in Educational Leadership:** Hannings, Chair of the Academic Senate Curriculum Committee and Konopak, Dean for UCTE, continuation of second reading. This resolution concerns the proposal for a joint Doctor of Education in Education Leadership degree with the University of California Santa Barbara. Speakers accompanying Dean Konopak included Dr. Julian Crocker, from the Office of the San Luis Obispo County Superintendent of Schools, Dr. Rita King and Dr. Kenneth Palmer, both faculty from UCTE.

The following were comments made for the CON side:

- If the purpose of the Ed.D. is not to increase salary then what is the motivation that will sustain this program.
- Not convinced that there is value in an Ed.D. degree when a PhD is available.
- Concerns: the latest funding report provided is barely in balance, no need for such degrees, plus the idea that this degree is based on CSU Fresno's model for Ed.D., which is weak instead of Stanford's, which is ranked very high.
- The proposed Ed.D. degree does not address California's most urgent need, which is the need for more effective K-12 education in math and science; instead, this program prepares doctors in administrative leadership.

- If this program is not approved Cal Poly will send a message that we want a program of quality.

The following were comments made for the PRO side:

- Some school districts have only fairly small stipends for those administrators with an Ed.D. and career progression is not the primary motivator, but rather it is a better preparation for leadership to address the challenges facing K-12.
- Senate should support Ed.D. because: it has a chance to be a cost effective program, due to the money set aside specifically for this joint program, it's appropriate for Cal Poly as the University to provide these degrees, and UCSB would be reluctant to associate themselves with any program of poor quality or to jeopardize their top 5 ranking in the state.
- Provost Zinggs reiterated that if this program is approved, it would not leave his desk unless he is convinced that is a self-funded program and meets the necessary criteria.
- This degree is for education leaders and practitioners. Effective school organizations have a component of enlightened leadership with effective organizational skills. This degree does not create more administrative positions as implied by some con proponents.
- This program will have options on delivery methods such as distance learning and different locations, much as it is done with other programs with students working full-time.

Closing comments by Senator Lewis: There are many red flags in this proposal which include the following: discrepancy of figures on finance and the quality of a doctoral program that can be completed in just 3 years while working full-time. Even CSU Fresno has increased their Ed.D. program to a 4-year program. The Academic Senate should defeat this proposal because that will cause it to come back later as a better program proposal, i.e. a 5-year program.

Closing comments by Dean Konopak: There are many challenges in the K-12 population and teachers. The CSU and UC systems have negotiated a way to provide a joint program. UCSB is rated very highly among institutions of higher education and has worked with Cal Poly very well to provide a good program. Gap funding is available. Periodic evaluations will look at the quality of the program along the way and will be modified as needed. The difference between an Ed.D. degree and a Masters degree is that the Ed.D. is courses are more in depth.

M/S/P the resolution was adopted as presented by a vote of 28 to 15.

VI. Discussion Item(s): None.

VII. Meeting recessed until next Tuesday at 3:00 pm.

Submitted by,



Gladys Gregory,  
Academic Senate



## Summary of NRM's Proposal for a B.S. in Environmental Management and Protection

### Purpose

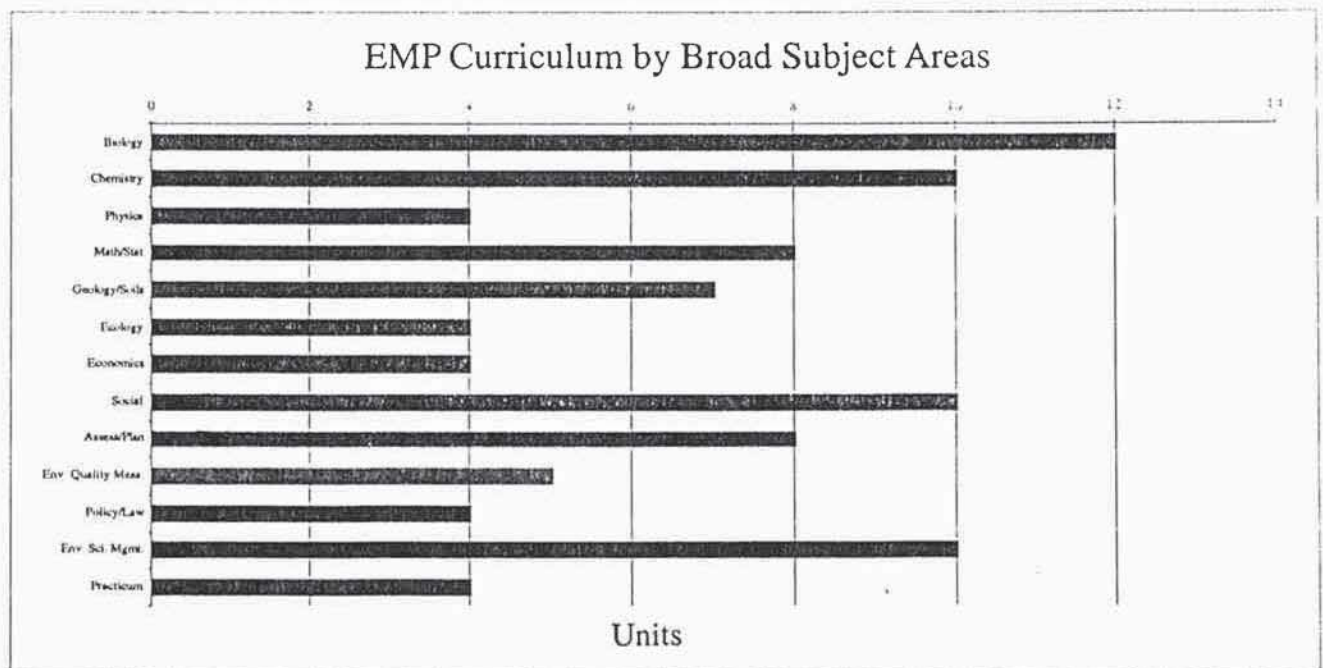
The purpose of environmental management and protection is the sustainable management of environmental resources directed toward balancing the value of those resources for consumptive and non-consumptive uses for both current and future generations. The Environmental Management and Protection (EMP) degree will provide an undergraduate interdisciplinary course of study that integrates the bio-physical and social/economical/political sciences, emphasizing management and protection of ecosystem structures and processes that sustain uses of environmental resources. The EMP major will provide students with the science and management background in natural resources that, when properly integrated, can guide consumptive uses of resources in a sustainable manner.

### Goals

1. Provide an interdisciplinary curriculum that integrates horizontally across ecosystem hierarchies (i.e., physical, hydrologic, biologic and socioeconomic); and vertically across disciplines (basic science, applied science, socio-economic and managerial).
2. Build a broad-based science foundation.
3. Integrate the ecosystem management interdisciplinary philosophy and decision-making framework into a common curriculum theme that promotes communication abilities.
4. Provide specialization in growing environmental careers such as wildlife biology, watershed hydrology, environmental policy and management, and bioresource waste management.

### Major Curriculum

Administered by the Natural Resources Management Department, the major core including support courses consists of 92-95 units, 38 units of specialization (e.g., concentrations, minors, individualized courses of study), and 7-10 units of free electives. Combined with GE, the proposed major totals 186 units (*see p.5*). The following graphic illustrates the basic design of the major core, grouping courses by broad subject areas:





### Specialization and Two New Concentrations

Due to the breadth of subjects, theories, practices and issues associated with environmental management and protection, specialization is important. Two new concentrations are proposed:

***Bioresource Waste Management*** – coursework in the biology, chemistry, design principles, and laws relating to the sustainable management of waste from point and non-point sources of pollution (*see p. 7*).

***Environmental Policy & Management*** – coursework directed at understanding the social, political, legal and regulatory issues of environmental management (*see p. 8*).

In addition, Cal Poly, SLO has recently expanded the number of concentrations and minors that are oriented toward specializations of relevance to the EMP Degree proposal, such as concentrations in watershed hydrology, wildlife biology and a minor in GIS. To take advantage of these opportunities, the EMP major includes an option of an Individualized Course of Study (*see p. 8 for a listing of related, current and proposed minors and concentrations*).

Work will begin in Fall 2002 on a concentration in “Conservation of Biological Resources” in collaboration with the Biological Sciences Department.

### History of NRM Department’s Leadership in Environmental Management

Beginning as far back as 1984 and endorsed by President Baker, the NRM Department has developed courses, academic programs and interdisciplinary faculty projects in environmental management. Led by Dr. James Vilkitis, the Coastal Resources Institute was formed in 1991 as a university-wide institute to conduct interdisciplinary research on environmental problems (*see Appendix E*).

The NRM Dept.’s concentration in Environmental Management has been adopted by several degree programs. Efforts to expand the Environmental Management Concentration into a baccalaureate degree began in 1996. Working with numerous Cal Poly faculty representing all colleges, except Business, and the Association of Environmental Professionals (a statewide organization of over 1200 environmental professionals), the EMP curriculum reflects a careful balance between the “hard” and “soft” sciences, theory and practice, science and management.

### Need and Demand/Support

Although undergraduate degrees in “Environmental Science” or “Environmental Studies” are common in academia, there is a serious and growing need to prepare graduates with more than a scientific understanding of environmental problems but with the ability to implement and manage. With its polytechnic tradition and strength, Cal Poly possesses the right blend of faculty and curricula needed for this approach to environmental management.

Surveys of current students reveal a strong demand for the proposed EMP degree from among a broad range of majors, including NRM.

Specific conditions that reflect the need for the EMP Degree:

1. Environmental impacts from growing population in California, nation and world
2. Rapid increase of ecosystem fragmentation and invasive species

3. Legal and regulatory requirements increasingly complex and even conflicting
4. Lack of understanding by general public of environmental issues complexity
5. Shrinking land base to provide food and fiber needs and non-consumptive values
6. Growing demand for graduates with environmental knowledge and communication skills

Specific conditions that reflect the demand by students and employers for EMP Degree:

1. Student survey shows that about 37% of current FNR students would transfer to EMP
2. About 15% of non-FNR majors would likely matriculate to EMP major
3. Public, private, and NPO/NGO employers express high demand for EMP graduates

In support of the last point, the following excerpts from the Letters of Support are offered:

"The range of courses offered coupled with the mission of the program coincides with my view of the current and future needs for scholarship and vocational training in the environmental field." *C.W. Clark, President, Bay Foundation*

"The curriculum is flexible enough to allow students with varying interest to pursue many different disciplines [areas] in the life sciences [and] land sciences." *Dwight Steinert, President, AEP.*

"The proposed [EMP] Major contains the diverse course [of] study that will be needed in the coming decades." *Brian Stark, Deputy Director, The Land Conservancy*

"The proposed new major includes a course of study which will uniquely prepare graduates for employment with resource protection agencies such as the Regional Water Quality Control Board as well as a variety of industrial, municipal and consulting firms in the environmental management arena." *Sorrel Marks, Nonpoint Source Program Manager, CC Cal. Regional Water Quality Control Board.*

#### Resources

No new courses or teaching resources are required for the EMP degree. A few prerequisite changes and allowances have been made (see "FNR Changes for 2003-05 Catalog" and letters of notification and other communications in Appendices I and J).



# B.S. IN ENVIRONMENTAL MANAGEMENT AND PROTECTION

Major Courses	Description	Units
FNR 140	Careers, Planning & Seminar in NRM	1
MATH 118	Precalculus Algebra	4
<u>Math (select one):</u>		4
MATH 141	Calculus I (B1)	
MATH 161	Calculus for the Life Sciences I (B1)	
MATH 221	Business Calculus (B1)	
<u>Biology (select one):</u>		4/5
BIO 151	Introduction to Biology (B2)	
BOT 121	General Botany (B2)	
CHEM 111	Survey of Chemistry (B3)	5
CHEM 212	Introduction to Organic Chemistry	5
PHYS 121	Physics (B3 & B4)	4
SS 121	Introductory Soil Science (B2)	4
PSY 201/202	Introduction to Psychology (D4)	4
GEOL 201	Physical Geology	3
STAT 217/218	Applied Statistics (B.1)	4
BRAE 237/247	Field Surveying	2
<u>Plant (select one):</u>		4/5
BIO 152	Biology of Plants and Fungi	
BOT 238	Native Plant Materials	
EHS 231	Plant Materials	
FNR 208	Dendrology	
FNR/GEOL/LA 318	GIS	3
<u>Animals (select one):</u>		4/5
ASCI 329	Principles of Range Management	
BIO 153	Biology of Animals	
BIO 227	Wildlife Conservation Biology (B2)	
<u>Ecology (select one):</u>		4
BIO 325	General Ecology	
FNR 306	Ecology of Resource Areas	
FNR 326	Natural Resources Economics & Valuation	4
ENVE 330	Environmental Quality Control	3
FNR 335	Conflict Management	4
CRP/FNR 404	Environmental Law	4
<u>Area F (select one):</u>		4
BRAE 348	Energy for a Sustainable Society (F)	
ENVE 324	Introduction to Air Pollution (F)	
FNR 412/FNR 461	Ecosystem Assessment Project/Sr. Project	4
FNR 416	Environmental Impact Analysis & Mgmt.	4
FNR 465	Ecosystem Management	4
Concentrations		38
Total Major		130-133

Area	GE	Units
A.1	Expository Writing	4
A.2	Oral Communication	4
A.3	Reasoning, Argu., & Writing	4
B.1	Math/Stat	0
B.2	Life Sciences	0
B.3	Physical Science	0
B.4	Life or Physical Science Lab	0
C.1	Literature	4
C.2	Philosophy	4
C.3	Fine & Performing Arts	4
C.4	Upper-division Elective	4
C.5	Upper-division Elective (Area G)	4
D.1	American Experience	4
D.2	Political Economy	4
D.3	Comparative Social Inst.	4
D.4	Self Development (Area E)	0
D.5	Upper-division Elective	4
F	Technology Elective	0
GE =		48
Free Electives =		7-10
TOTAL UNITS =		186

130  
48  
178

## ENVIRONMENTAL POLICY & MANAGEMENT

A. Environmental Management Concentration		Units
CRP 212	Intro. Urban Planning	4
CRP 336	Regional & Environ. Planning Foundations	4
ECON 431	Environmental Economics	4
ENVE 465	Environmental Mgmt. & Urban Systems	2
FNR 425	Applied Resource Analysis	4
FNR 435	Natural Resources Policy Analysis	4
Concentration Core =		22

Select one of the following:		Units
AGB 409	California Agricultural Law	3
FNR/CRP 408	Water Law	4

Select one of the following:		Units
FNR 419	Watershed Mgmt. & Restoration	4
FNR/REC 417	Res Recreation Plng	3
SS 433	Land Use Planning	4

Select one of the following:		Units
POLS 318	Political Behavior	4
POLS 316	Political Parties and Interest Groups	4

Select one of the following:		Units
LA 451	Regional Landscape Assessment	6
EDES 408	Implementing Sustainable Principles	3
FNR 460	Advanced Applications in GIS	2

Restricted Electives ..... 0-8  
**GRAND TOTAL = 38**

Individualized Course of Study ..... 38

## BIORESOURCE WASTE MANAGEMENT

A. Professional Electives - Core		Units
BIO 418	Limnology	4
BRAE 448	Bioconversion	3
CHEM 313	Survey of Biochemistry & Biotechnology	5
EDES 408	Implementing Sustainable Principles	3
ENVE 434	Water Quality Measurements	2
FNR/CRP 408	Water Law	4
MCRO 221	Microbiology	4
MCRO 342 or	Sanitary Microbiology	4
SS 423	Soil Vadose Zone Remediation	

Concentration Core = 29

**These are recommended courses (will not appear in catalog):**

B. Non-Point Source Pollution. Recommended Courses:		Units
ASCI 329	Principles of Range Management	4
CRP 438	Pollution Prevention & Control	4
FNR 419	Watershed Mgmt. & Restoration	4
FNR 420	Advanced Watershed Hydrology	4
PPSC 221	Weed Science	4
PPSC 311	Insect Pest Management	4
PPSC 441	Biological Control of Insects	4
FNR 339	Internship	1-9

Total not to exceed = 9

C. Point Source Pollution. Recommended Courses:		Units
CRP 438	Pollution Prevention & Control	4
DSCI 121/230	Intro to Dairying/Husbandry	4
DSCI 333	Dairy Cattle Mgmt., Safety & Well-being	4
ENVE 439	Solid Waste Management	3
ENVE 465	Environmental Mgmt. & Urban Systems	2
FNR 339	Internship	1-9

Total not to exceed = 9

**GRAND TOTAL = 38**



Adopted:

ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA

AS-\_\_\_\_-02/

RESOLUTION TO CHANGE ADMINISTRATIVE  
STATUS FOR LIBERAL STUDIES PROGRAM

1 WHEREAS, The Liberal Studies program is presently an academic unit located in the College  
2 of Liberal Arts, and  
3

4 WHEREAS, A status change from Liberal Arts program to Liberal Arts Department is being  
5 proposed, and  
6

7 WHEREAS, The only functional modification in changing to department status is a change in  
8 "rank and pay" for the program from "coordinator" to "department chair" (no  
9 change will occur in staffing, number of students, location of unit, or curriculum;  
10 only a slight change in budget will occur to augment the change from coordinator  
11 to department chair), and  
12

13 WHEREAS, Said change in status has been approved by the College of Liberal Arts (CLA)  
14 department chairs, CLA College Council, CLA Curriculum Committee, CLA  
15 Dean, and Academic Senate Curriculum Committee, and is being concurrently  
16 reviewed by the Academic Deans' Council; therefore, be it  
17

18 RESOLVED: That the Academic Senate of Cal Poly endorse that the Liberal Studies program  
19 be changed to an academic department; i.e., **Liberal Studies Department**.

Proposed by: College of Liberal Arts  
Date: April 24, 2002

March 6, 2002

To: Provost Zingg and Academic Senate Chair Unny Menon

Via: David Conn, Vice Provost

Via: Deans' Council

Via: Harry Hellenbrand, Dean CLA

Via: CLA Council

*Susan Currier*

This is a request to change Liberal Studies from--in Contract terms--an "equivalent unit" to a department. It has a major, faculty lines (two to three, with one tenured), a director, an O/E budget (@11K), majors (@400), an advisor, full-time office staff, autonomous academic and personnel review procedures, and an office suite (thanks to CoSaM); it also administers several hundred thousand dollars in grants.

It is a crucial program that "interfaces" between the arts and sciences, on the one hand, and UCTE, on the other. Why the change? If it smells like a department, walks like a department, and behaves like a department, then it should be a department.

Functionally, what will this change effect? The director will become a chair; and the equivalent unit will leave limboland for department status. Budget does not change much since that is linked to HC and FTES, and those are relatively fixed in the college. Liberal Studies oversees and staffs its own course designators now and will continue to do so, while seeking agreements from other departments to staff their courses that LS students enroll in. Conceivably, either as an "equivalent unit" or a department, faculty may be added; but this conversion in status does not affect or regulate that decision.

Sincerely,

*R. S. Cichowski*

Robert S. Cichowski, Director  
Liberal Studies Program